



Guiding Principles

The Massachusetts Pre-school and Kindergarten Learning Standards in Domains of Social-Emotional Development and Approaches to Play and Learning will:

1. Build on the *Massachusetts Foundations for Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, The Kindergarten Learning Experience, Guidelines on Implementing Social and Emotional Learning Curricula*, and will link with the *Massachusetts Curriculum Frameworks*.
2. Be grounded in research: Collaborative for Academic, Social, and Emotional Learning (CASEL); Head Start; National Association for the Education of Young Children (NAEYC); Council for Exceptional Children, Division of Early Childhood, (DEC); and World Class Instructional Design and Assessment (WIDA).
3. Support educators, administrators, and families.
4. Communicate that children's development in social-emotional skills, and their attitudes towards play and learning, are both influenced by multiple social and cultural contexts and prior experiences, and impact children's success throughout school.
5. Focus on the developmental aspects of the standards, and continuous improvement of skills for all individual children, especially those with special needs and dual language learners.
6. Emphasize the interrelation with all other areas of child development: cognitive development and general knowledge, Language and communication development; and physical development and well-being.
7. Be compatible with the current assessment tools: Work Sampling System, Teaching Strategies Gold, and COR.